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ABSTRACT

This teaching guide for a tobacco education curriculum at the fourth grade level is part of a coordinated K-12 educational support program for reducing smoking. It includes a tobacco curriculum matrix for grades K-12, sample teaching methods, concepts and objectives for grades 4-6, and a resource materials list. The basic instructional concepts for the fourth grade level focus on helping students: (1) develop positive self-images to enable them to make well-thought-out decisions about risk-taking behaviors; (2) take responsibility for safeguarding their health; (3) identify immediate and long-term effects of smoking; (4) recognize social and economic factors associated with smoking; and (5) make personal choices about smoking. Objectives, teaching information, worksheets, and learning activities for each concept are provided. Additionally, the appendices list the addresses of the New York county units of the American Cancer Society, the American Lung Association, and the American Heart Association. (Author/HLM)

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HEALTH EDUCATION: SUBSTANCE ABUSE PREVENTION

TOBACCO EDUCATION CURRICULUM

GRADE FOUR

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

This curriculum was developed for the following purposes:

1) as a reference for schools in planning a coordinated K-12 educational support program for reducing smoking as a part of the Regents Action Plan to Reduce Drug Abuse.

2) as an outline of content and methods for schools to use in implementing the requirements of Education Law, Section 804 and Commissioner's Regulations regarding Health Education, Section 135.3, as they relate to tobacco education programs.

3) as a manual for the teacher to use in planning and in the classroom.

The curriculum is designed sequentially within a particular grade, as well as from grade to grade. All concepts and objectives are considered basic and essential, although leeway is provided in selection of actual activities used. Many activities and objectives are not exclusively in the domain of tobacco education; thus the time required for their use would be appropriately allocated from integrated subject areas - for example: alcohol and other drug abuse; mental health; cardiovascular health and physical fitness; general health and safety; reading, writing, spelling and speech; social, developmental and decision-making skills; visual arts; civics; and science.

Prior to publication, the curriculum was assessed by 152 elementary and secondary teachers in 17 urban, suburban and rural school districts in New York State. Suggestions made by pilot teachers were considered in preparing the final manuscript.

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PREFACE

Our most clearly preventable health problems are those resulting from the use of tobacco. Yet, although most people now recognize the health risks of smoking, many people who use tobacco find it just too difficult to change this habit.

The best approach to preventing the health problems caused by tobacco use is clearly to prevent the formation of the tobacco habit. This must be a process that begins with young children and continues until adulthood, involving not only what the child knows about the effects of tobacco use on the body, but also the child's feelings, values, attitudes, self-awareness, behavior patterns and skills; involving not only the classroom, but also other places where the child is influenced to smoke or not to smoke - the school, the community and the home.

A school tobacco education program should have the following characteristics:

1) It should be provided within the context of the comprehensive health education program, taught in the elementary grades by the classroom teacher and in the secondary grades by a certified health teacher.

2) Program objectives should emphasize the factors that influence people to smoke (e.g., self-image, values, decision-making) rather than the nature and effects of tobacco and smoking.

3) Activities should be designed to involve students in their own learning, helping them become responsible for planning and conducting their own lives.

4) It should be a continuous, sequential program that supports healthy attitudes and decisions based upon information acquired from the earliest grades through senior high school.

5) Program content beyond the primary grades should present a balanced view of the issues; as students mature they will recognize the complexity of the economic and social aspects of the tobacco industry, the smoking habit and of smoke-polluted air.

6) It should be articulated with a written school smoking policy developed with input from students and lay members of the community, as well as school faculty and health education professionals.

7) It should involve parents and the community to the fullest extent possible.

8) The instructors for the program should make sincere efforts to set examples for their students.

This curriculum is unique in several aspects:

1) It provides a basic instructional program rather than an exhaustive collection of possibilities. Only essential concepts and objectives have been identified. Activities have been selected for variety, ease of use by the teacher, and for their direct relevance to essential objectives. A special effort has been made at both levels to design activities that integrate with other subject areas, e.g., English, art, social studies, music, math, science and physical education.

2) It combines the expertise of specialists in humanistic and values education with specialists in tobacco education and in curriculum design and development. The purpose of this approach is to provide suppport for the practice of cognitive learnings through enhancing self-image, self-understanding and coping/decision-making skills.

3) It is basically self-contained. Most materials needed are readily available in the classroom; most audiovisuals are available for free loan from voluntary agencies; teacher references are few and moderately priced; worksheets and patterns are provided.

4) It is possible for most elementary and health education teachers to use this curriculum directly in their classrooms without the need for an inservice training program or for a local committee to become involved in rewriting to adapt the material to local needs. (An inservice training program for teachers, administrators and community health professionals could, however, improve the quality of the smoking education program.)

It is important that teachers form the habit of identifying, contacting and working with community professionals and agencies. The products of coordinated school-community efforts far surpass what any teacher can achieve in a classroom. Such programs provide for a free exchange of experience, information and materials; an extension of learnings into real life situations; practical experiences for students that give them a sense of achievement, of belonging to the community and of responsibility for community health; and increased understanding of and support for school programs.

TOBACCO CURRICULUM MATRIX

MAJOR CONCEPTS	KINDER-GARTEN	FIRST	SECOND	THIRD	FOURTH	FIFTH	SIXTH	JUNIOR HIGH	SENIOR HIGH
I. Self-Image, Self-Knowledge and Values									
1. Self-Image	X	X	X	X	X	X	X	X	X
2. Self-Awareness	X	X	X	X	X	X	X	X	X
3. Awareness of Others	X	X	X	X	X	X	X	X	X
4. Value One's Health	X	X	X	X	X	X	X	X	X
5. Personal Responsibility for Health	X	X	X	X	X	X	X	X	X
II. Tobacco Knowledge and Issues									
1. Safety Hazards Related to Tobacco Use		X		X					
2. Importance of Clean Air		X	X	X					
3. Immediate Effects of Tobacco Use		X	X	X	X	X	X	X	X
4. Rights of Nonsmokers and Smokers		X	X	X	X	X	X	X	X
5. Tobacco Habit			X	X	X	X	X	X	X
6. Effects of Smoking on Athletic Performance				X	X	X	X	X	X
7. Long-Range Effects of Tobacco Use				X	X	X	X	X	X
8. Psychological and Social Factors of Tobacco Use				X	X	X	X	X	X
9. Tobacco Advertising					X	X	X	X	X
10. Tobacco and U.S. Economy					X	X	X	X	X
11. U.S. Government Roles						X	X		X
III. Coping Skills									
1. Communications Skills	X	X	X	X	X	X	X	X	X
2. Decision-Making Skills	X	X	X	X	X	X	X	X	X
3. Decisions About Tobacco Use		X	X	X	X	X	X	X	X
4. Alternatives to Tobacco Use							X	X	X
5. Quit Smoking								X	X

A SAMPLING OF TEACHING METHODS

The methods you use in your health teaching will make all the difference between classes that are boring, lifeless and without meaning, and classes that are exciting -- classes that will get the students actively interested in learning and doing things that will give them the facts they should know and, at the same time, help them to develop a realistic attitude toward health.

A variety of methods will make it easier to adapt to individual differences among students; emphasis should be on the quality of each method rather than on quantity. No one method or procedure will fit all occasions. A method that you find helpful in one learning situation may not work at all in another.

The following teaching methods are offered as a pedagogical assortment from which you may choose to adapt those best suited to your own talents and to the classes you teach.

BRAINSTORMING

Can be used to teach students to respect and build on their own and others' creative abilities and to acquire the experimental frame of mind necessary for effective problem-solving. Brainstorming can often bring out some very useful suggestions as well as increase the students' involvement in learning.

1. Introduce the topic of brainstorming. It can be described as a first step in problem-solving - a method for getting out the maximum number of ideas for consideration. Emphasize that the only rule is to spill out ideas as quickly as possible, without discussion of your own thoughts or the thoughts of others.
2. Divide class into random groups of three to five students. Each group should have paper and pencil or pen. Have each group select a recorder.
3. Instruct the groups to think of as many things as they can that the class does in a day. The recorder lists these on the paper.
4. Give the groups ten minutes to record their ideas. (If any groups lose steam ahead of time, encourage them to keep trying).
5. Ask each group to choose its two most important ideas to be shared with the entire class.
6. Post the lists so that everyone can see how many ideas emerged in a short time.
7. Select a planning committee to combine ideas.

Followup:

Ask the class the following questions:

1. Was this a good way to get people to listen to your ideas?
2. Did many good ideas come out?
3. Can you think of other times we might use this method of sharing ideas in the class?

FISH BOWL

The Fish Bowl can be used when there is a problem in the class, to generate ideas or to solve a problem or moral dilemma. All the students have an opportunity to get involved, to have their say, to hear how others perceive the situation and decide on a mutually acceptable solution in an orderly, democratic fashion.

a) Ask for six volunteers to sit in a circle with one extra chair.
b) The rest of the class stands or sits around the outside of the circle.
c) Only the six volunteers can discuss the problem and say whatever they want to say.
d) Students on the outside who wish to say something must sit in the extra chair and wait to be recognized by one of the others in the fish bowl. Once recognized, he/she can say whatever he/she wants to add, clarify or question, then must vacate the chair for someone else.

Possible problems that could be solved using this activity include cheating, stealing, loyalty, breaking rules, interfering with the rights of others.

DISCUSSION

Discussion has several purposes: to develop interest in a new topic; to test understanding, concepts and experiences; to exchange opinions and viewpoints; to develop critical thinking, critical listening, and clear discourse; and to facilitate awareness of misleading, irrelevant, and false statements.

Either the teacher or a qualified student may take the leadership role in initiating and facilitating discussion. The teacher should respect each student's beliefs and encourage the expression of personal opinions while also encouraging him/her to listen carefully and thoughtfully to the views of others. The teacher should accept rather than judge statements that are emotionally based, question erroneous statements and make authoritative references available to the students.

LECTURE-DISCUSSION

This term is used to cover a wide range of presentations, combined with discussion. Encouraged within it are presentations not only by the teacher, but also tapes, films, television, or similar forms of communication. A presentation by the teacher, by an outside resource person, or by a student can help to arouse interest in a subject and set the stage for discussion, problem-solving or other types of activity. Case materials, unfinished stories, and critical issues may be handled in this way. Lecture-discussion teaching should be used only where it is the best method to handle a particular objective, since it involves the student in only a limited way.

CONFLICT RESOLUTION/PROBLEM-SOLVING

Learning to resolve a conflict situation between individuals, an individual and a group, or between groups, without sacrificing one's identity, self-respect or control over one's life can be one of the most important life skills anyone can learn. To arrive at a solution to a conflict which allows everyone involved to feel satisfied, and that is mutually agreed upon, one must learn how to communicate without demeaning another.

An excellent five-step process is discussed in Personalizing Education: Values Clarification and Beyond. (See Materials List for Grade One and above.) Briefly, the five-step process to Conflict Resolution is:

Step 1. State the Problem: Participants state the problem as they see it and how they feel about it without blaming, criticizing, judging or shaming.

Step 2. Define the Specifics of the Problem: Participants then note the points of agreement and disagreement.

Step 3. Brainstorm All Possible Solutions: Participants contribute as many ideas as possible to how the conflict may be resolved, to create awareness that there may be a number of ways to deal with the problem.

Step 4. Identify the Consequences: Participants select the most suitable situations from the list they brainstormed and outline the consequences of each.

Step 5. Choosing a Solution: Finally participants evaluate suitable solutions and consequences and agree on one solution that is acceptable to all.

This process can be used in any conflict situation, role-play situation or real life conflict to help students learn decision-making skills.

ROLE PLAYING

Students assume different roles and improvise dialogue as they act out a problem situation. Role play provides an excellent method for helping students learn about their own attitudes and behaviors and find new ways of dealing with problems. As a followup to a role-play activity, discuss what occurred in the role play and how everyone felt about the interactions. This method may be used in small groups, or with one small group role-playing before the class.

DRAMATIZATION

Students act out stories, dramas, skits or situations written by a teacher, student or author. Dramatization is used to illustrate how other people have dealt with different problems or situations. As a followup to this activity discuss what happened, student reactions and what they might have done differently from the characters in the drama. This method is best used as a supplement to other forms of instruction and should be selected and evaluated on the basis of its educational potential, not its entertainment value.

PLAYS AND STORIES

A group writing project may include an entire class. Students should be given a pertinent theme; the play or story should teach a concrete lesson in a practical situation. Acting out the plays or stories provides additional experiences geared toward the learning goals.

SELF-CONSTRUCTED VISUAL AIDS

Aside from providing a useful outlet for creativity and originality, self-constructed visual aids enliven instruction and help clarify, simplify, emphasize, interpret, and reinforce learnings. Symbolic representation of data may be used through charts, tables, diagrams, maps, graphs, posters, cartoons, dioramas, mobiles, and combinations of these. Charts, tables, graphs, and maps are effective in disseminating information in a compact form, while posters and cartoons, by their potential emotional impact, justify their use in the classroom because of their potential influence on attitudes.

EXPERIMENTS AND DEMONSTRATIONS

Experiments may be performed by students or demonstrated to the class by the teacher. Preplanning includes choosing scientifically sound experiments that are in line with the purpose of the lesson and with the maturity of the students; obtaining necessary materials and equipment; and anticipating questions about the results.

SURVEYS

Each step in planning and carrying out a survey has potential educational value. Individuals, committees, or the entire class may conduct surveys. Ideally, a survey should lead to action if the results show that action is needed. This ideal may not always be realizable in the classroom situation, but awareness of community needs is at least sharpened. A survey involves preplanning, collecting, analyzing, interpreting and evaluating data and reporting the findings to the class.

The teacher's role is to guide the students so that they will secure the information they are seeking and interpret and evaluate it correctly. If oral or written questionnaires are used, the teacher's help may be needed to ensure clarity and ease of administration and tabulation. When community facilities are visited, proper prearrangements should be made and a followup thank you letter sent. If students plan to evaluate their findings, care should be taken that the criteria used are sound.

(Note: If a sophisticated study is planned, it is suggested that teachers use school and/or community expertise in sampling, analyzing and interpreting information.)

INTERVIEWS

Whereas surveys usually cover relatively large numbers of people or a variety of facilities, interviews are a learning technique in which a small number of selected individuals are questioned on a specific topic. Teacher assistance and direction may be necessary to help with the formulation of questions to be used.

RESEARCH

Some students may need broad experience in searching for answers to questions and problems. Encyclopedia research should be minimized; pupils instead should be aided and encouraged to visit community institutions, to interview experts, and to read, analyze and interpret the research of authorities.

CONCEPTS AND OBJECTIVES FOR GRADES 4-6

FOURTH GRADE

CONCEPT I:

The development of a positive self image enables the student to make carefully considered decisions regarding risk-taking behaviors.

OBJECTIVES

1. The student will be able to verbalize his/her emotions.
2. The student will be able to verbalize feelings about him/herself.
3. The student will practice communication skills for expressing his/her needs and feelings.
4. The student will publicly affirm his/her beliefs when faced with a moral dilemma.
5. The student will participate in group discussions on risk-taking behaviors.
6. The student will relate risk-taking decisions to possible consequences.
7. Given a risk-taking situation, the student will be able to verbalize his/her judgement after considering possible alternatives and consequences.
8. The student will discuss ways of handling situations where a decision must be made that conflicts with his/her judgement.
9. The student will use a decision-making process appropriate to his/her needs.

CONCEPT II:

Responsibility for safeguarding one's own health is essential for a long and healthy life.

OBJECTIVES

1. The student will explain why it is important to value one's health.
2. The student will discuss the importance of taking actions based upon information known.
3. The student will identify behaviors people engage in even though they may have unhealthy consequences.
4. The student will list things he/she can do to protect his/her health.
5. By developing a health profile, the student will set personal goals for protecting his/her body.

CONCEPT III:

Smoking has immediate effects on the body, but it is the long-term effects of smoking that cause poor health and disease.

OBJECTIVES

1. The student will list health problems which are related to smoking.
2. The student will research the effects of smoking on health.
3. The student will conduct experiments demonstrating the effects of smoking on health.
4. The student will be able to prove scientific facts about smoking through demonstrations.
5. The student will express concern about the health problems of others around him/her.

6. The student will publicly affirm personal attitudes about smoking.
7. The student will participate in the education of parents and community on the hazards of continued smoking.

CONCEPT IV:

Smoking involves social and economic factors.

OBJECTIVES

1. The student will be able to list the various influences in our society which cause people to start smoking.
2. The student will evaluate the benefits of smoking as portrayed in tobacco advertising.
3. The student will draw conclusions about the specific appeals in selected advertisements of tobacco products.
4. The student will be able to calculate the costs of cigarette use over a period of time.
5. The student will calculate the money that can be saved by not smoking.
6. The student will explore the economic contribution of the tobacco industry to the State and to the Nation.

CONCEPT V:

Smoking or not smoking is a personal choice one must make.

OBJECTIVES

1. The student will list and discuss the influences which may cause young people to start smoking.
2. The student will list and discuss the influences which keep him/her from starting to smoke.
3. The student will identify the habit-forming characteristics of smoking.
4. The student will be able to discuss the role that family and friends play in determining their decision to smoke.
5. The student will be able to recognize that people continue to smoke despite the continued warnings of health hazards.
6. The student will publicly affirm his/her beliefs about smoking.

FIFTH GRADE

CONCEPT I:

Feeling good about him/herself enables a student to make a decision with confidence.

OBJECTIVES

1. The student will be able to verbalize the meaning of "feeling good about myself."
2. The student will describe secure and insecure feelings.
3. The student will list possible causes of insecure feelings.
4. The student will explore ways to handle insecure feelings.
5. Given a moral dilemma, the student will be able to verbalize his/her judgement considering the alternatives and consequences.
6. The student will explore how to learn from his/her mistakes.
7. Confronted with a decision, the student will be able to analyze the factors involved.
8. The student will publicly affirm and act on his/her beliefs.

CONCEPT II:

Responsibility for setting personal goals for protecting one's body is important for a long and healthy life.

OBJECTIVES

1. The student will explore how health-related decisions depend upon knowledge of facts and attitudes.
2. The student will record observations about his/her health habits.
3. The student will involve his/her family in the assessment of his/her present health and in setting future goals.
4. The student will set personal goals for his/her health.
5. The student will state reasons for the body's need for exercise to maintain or restore health.
6. The student will explore the types of exercise in which people participate.
7. The student will research the effect of smoking on athletic performance.
8. The student will describe the roles that exercise can play in maintaining one's health.

CONCEPT III:

Smoking has an adverse effect on the health of the smoker.

OBJECTIVES

1. The student will review six body systems and their functions.
2. The student will explore methods for obtaining scientific documentation regarding the health hazards of smoking.
3. The student will be able to explain the significance of the relationship between tobacco consumption and cardiorespiratory diseases.
4. The student will list and briefly describe specific cancer-producing agents in tobacco.
5. The student will describe decisions that can be made to maintain or restore health.

CONCEPT IV:

The tobacco industry has considerable impact on the economy of the U.S.

OBJECTIVES

1. The student will explore the history of tobacco production and use in the U.S.
2. The student will identify the tobacco-producing states.
3. The student will calculate the contribution tobacco makes to the U.S. economy.
4. The student will be able to discuss the economy of the tobacco industry.
5. The student will identify the conflicts between the tobacco industry and health experts.
6. The student will gather and present information on the expenditures for tobacco product advertising compared to the expenditures to discourage smoking.

CONCEPT V:

The decision to smoke is largely determined by psychological and sociological factors.

OBJECTIVES

1. The student will analyze the social and psychological influences that motivate young people to begin smoking.
2. The student will be able to explain why smoking is habit-forming.
3. The student will evaluate the psychology of advertising in relation to smoking.

4. The student will judge when it is appropriate to conform or not to conform to the influences of society.
5. The student will practice handling situations in which a decision is made that conflicts with his/her personal judgement.
6. The student will show respect for the attitudes and beliefs of other people.

SIXTH GRADE

CONCEPT I:
Smoking has immediate and long-term effects on the body.

OBJECTIVES
1. Through research, the student will document the health hazards of smoking.
2. The student will list chemicals which are toxic and cancer-producing in tobacco smoke.
3. Through research, the student will relate tobacco use to the development of cardiorespiratory diseases.
4. The student will discover that smoking has immediate effects on the body systems.

CONCEPT II:
Many factors are involved in one's personal decision to smoke or not to smoke.

OBJECTIVES

1. The student will analyze the social and psychological influences that motivate a young person to start smoking or not to start smoking.
2. The student will be able to discuss how sociological trends have led to an increase in young smokers.
3. The student will publicly affirm and act on his/her beliefs regarding tobacco use.
4. Given a moral dilemma, the student will demonstrate an ability to deal with conflicting attitudes about smoking.
5. The student will state the rights of nonsmokers and how they can conflict with rights of smokers.
6. The student will practice communicating how he/she feels to someone who smokes in his/her presence.

CONCEPT III:
The United States government has a responsibility in the production, sale and use of tobacco.

OBJECTIVES
1. The student will determine the role of tobacco revenues in the United States economy.
2. The student will determine the cost of smoking to an individual and to society.
3. The student will discuss the inconsistency of the government's support of both tobacco production and education to discourage tobacco use, as well as medical services to care for those who become ill due to smoking.
4. The student will determine the pros and cons of a ban on tobacco use.
5. The student will state the reasons for the health warning on cigarette packs and cigarette advertisements.
6. The student will be able to give three examples of provisions that are (or could be) included in legislation for regulating smoking in public places.

CONCEPT IV:

An individual can have a happy and productive life without cigarettes.

OBJECTIVES

1. The student will discuss the meaning of "feeling good about myself."
2. The student will be able to identify possible causes of secure and insecure feelings.
3. The student will develop and discuss ways to contend with insecure feelings.
4. The student will explore types of physical exercise in which people can participate throughout life.
5. The student will demonstrate interest in maintaining or restoring good health by exploring ways a regular exercise program may be included in his/her future goals.

MATERIALS LIST

GRADE FOUR

The following materials are suggested as resources for the curriculum. Some of these must be ordered early and most are free. It is suggested that the resources be ordered far enough in advance to assure reservation of films and delivery of materials when needed.

TEACHER RESOURCES - The following materials are examples of references that provide further background or more detailed information. Their acquisition is optional.

AFFECTIVE EDUCATION:

Canfield, Jack and Wells, Harold C. 100 Ways to Enhance Self-Concept in the Classroom. A Handbook for Teachers and Parents. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1976. Price: $6.95.

Chase, Larry. The Other Side of the Report Card: A How-To-Do It Program. Santa Monica, CA: Goodyear Publishing Company, 1975. Price: $9.50.

Galbraith, R. E. Moral Reasoning: Teacher Strategies for Adapting Kohlberg to the Classroom. Minneapolis, MN: Greenhaven Press, 1976. Price: $5.95.

Howe, Leland W. and Howe, Mary Martha. Personalizing Education: Values Clarification and Beyond. New York: Hart Publishing Company, 1975. May be ordered from the National Humanistic Education Center, 110 Spring Street, Saratoga Springs, NY 12866. Price: $5.95.

SMOKING AND HEALTH:

The Smoking Digest: Progress Report on a National Kicking the Habit. National Cancer Institute, Office of Cancer Communications, Bethesda, MD 20014. Free.

HEALTH EDUCATION:

Greenberg, Jerrold S. Student-Centered Health Instruction: A Humanistic Approach. Reading, MA: Addison-Wesley Publishing Company, 1978. Price. $6.95.

Scott, Gwendolyn D. and Carlo, Mona W. On Becoming A Health Educator (Second Edition). Dubugue, IA; Wm. C. Brown Company Publishers, 1979. Price: $5.95.

CLASS RESOURCES:

Book: LeShan, Eda, What Makes Me Feel This Way? New York: Collier Books, Division of MacMillan Company, 1974. Price: $1.50. (Available in bookstores)

Comic Book: "The Case of the Sudden Sickness! A Mystery for Doctor Truso." Order one copy per student from your local Heart Association. Price $15/100.

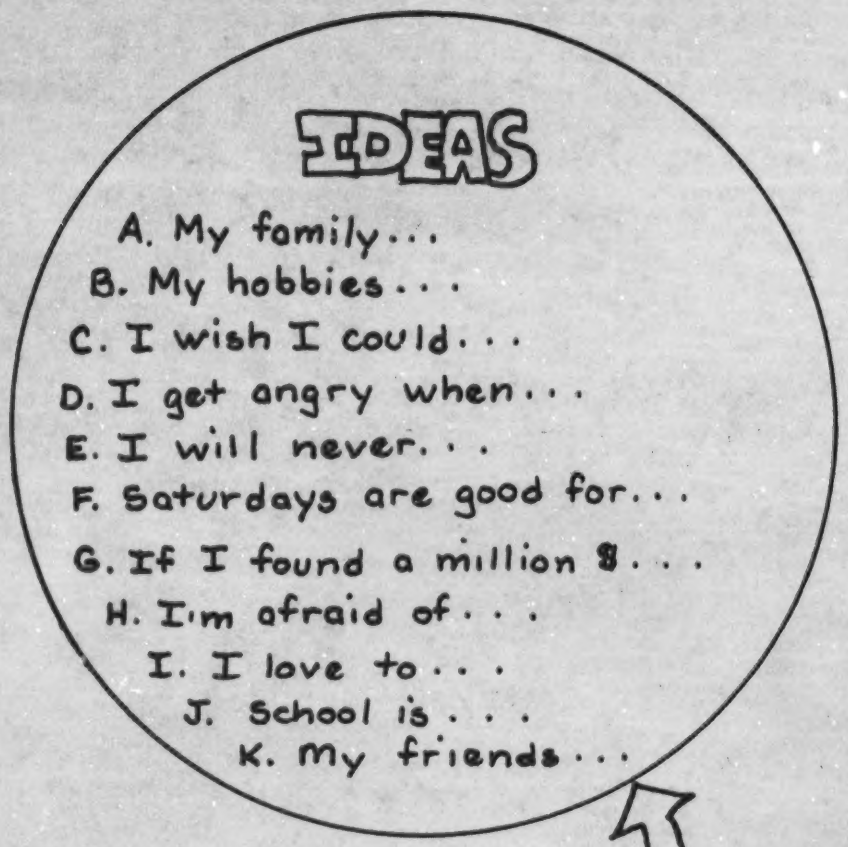
GRADE 4 CONCEPT I

CONCEPT: The development of a positive self-image enables the student to make carefully considered decisions regarding risk-taking behaviors.

LEARNING ACTIVITIES	RESOURCES
OBJECTIVES: 1. The student will be able to verbalize his/her emotions. 2. The student will be able to verbalize feelings about him/herself. 3. The student will practice communication skills for expressing his/her needs and feelings. ACTIVITY 1: Have students complete unfinished sentences, verbally or in written form, to express themselves. a) Happiness is ... b) My favorite time of the day is _____ because ... c) I'm scared when ... d) I love it when ... e) My teacher makes me feel ... f) When my parents get angry I ... g) My best friend makes me feel ... Ask for volunteers to share their statements. Discuss how, from day to day, moment to moment, our feelings can change and that everyone does not feel the same way that you may feel about a subject, person or situation. ACTIVITY 2: Me Tree Have each student draw a tree to fill a very large sheet of paper, then cut it out. On the trunk of their "Me Trees," have students write "This Me Tree Belongs to (student's name)."	CLASS RESOURCE: Book: What Makes Me Feel This Way by Eda Le Shan. MATERIALS: paper magazines pictures scissors markers glue

LEARNING ACTIVITIES	RESOURCES
Tell students to do the following, using pictures, words or drawings: a) On the leaves and branches put four things you are good at doing. b) On the reverse side of the "Me Tree," put something you you want to do better. c) On the roots of the front of the "Me Tree", put in words that describe your personality. Ask for volunteers to share their "Me Trees" with the class. Hang "Me Trees" around room. Give students time to look over everyone's "Me Trees."	
ACTIVITY 3: Have students write a parody to the song, "Getting to Know You" by Rogers and Hammerstein. Teacher may play record or piano so students can sing their own song, i.e., "Getting to Know Me."	MATERIALS: record or music to song "Getting to Know You" by Rogers and Hammerstein
ACTIVITY 4: Me Ball Using pattern provided, have each student make a "Me Ball" to hang in the classroom which tells everyone about him/herself. To make one "Me Ball": a) cut 12 circles from posterboard b) cut 1 pentagon, place over each circle and trace around edges c) place ruler on each penciled line and crease outer edge up d) write "Me Ball" and name on circle "1" e) number circles 2-12, and have students complete the following statements by writing, drawing or pasting an illustration on each circle. a) My family ... b) My hobbies... c) I wish I could ... d) I get angry when ... e) I will never ... f) Saturdays are good for ... g) If I found a million $ ...	MATERIALS: posterboard or heavy paper ruler scissors Pattern 1 pictures markers glue string

PATTERN 1

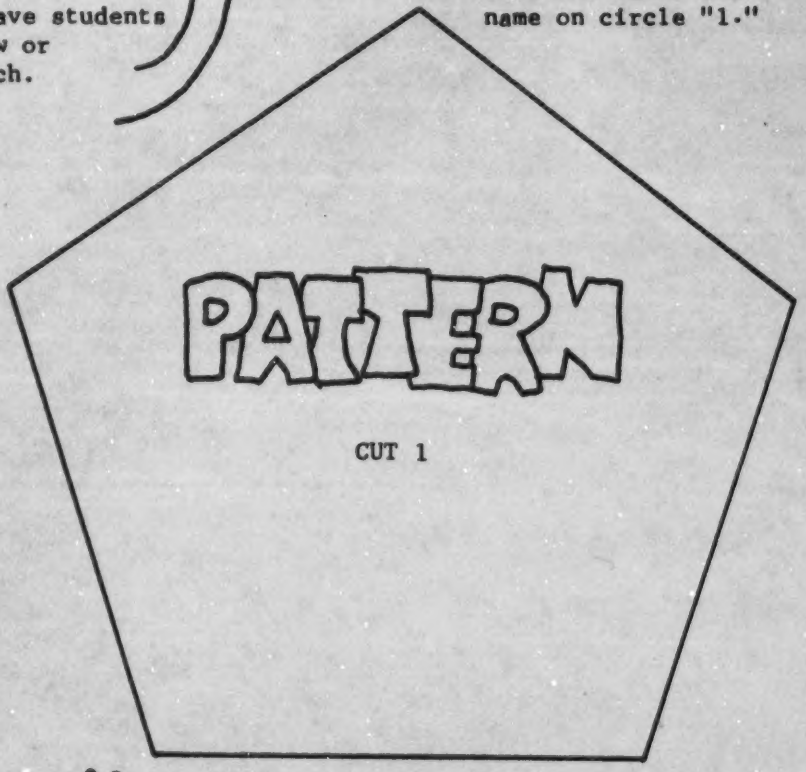


TO MAKE

1. Cut 12 posterboard circles.
2. Cut one pentagon; place over each circle and trace around edges.
3. Place ruler on each penciled line and crease outer edge up.
4. Write "Me Ball" and name on circle "1."
5. Number circles 2-12, and have students complete sentence and draw or paste illustrations on each.

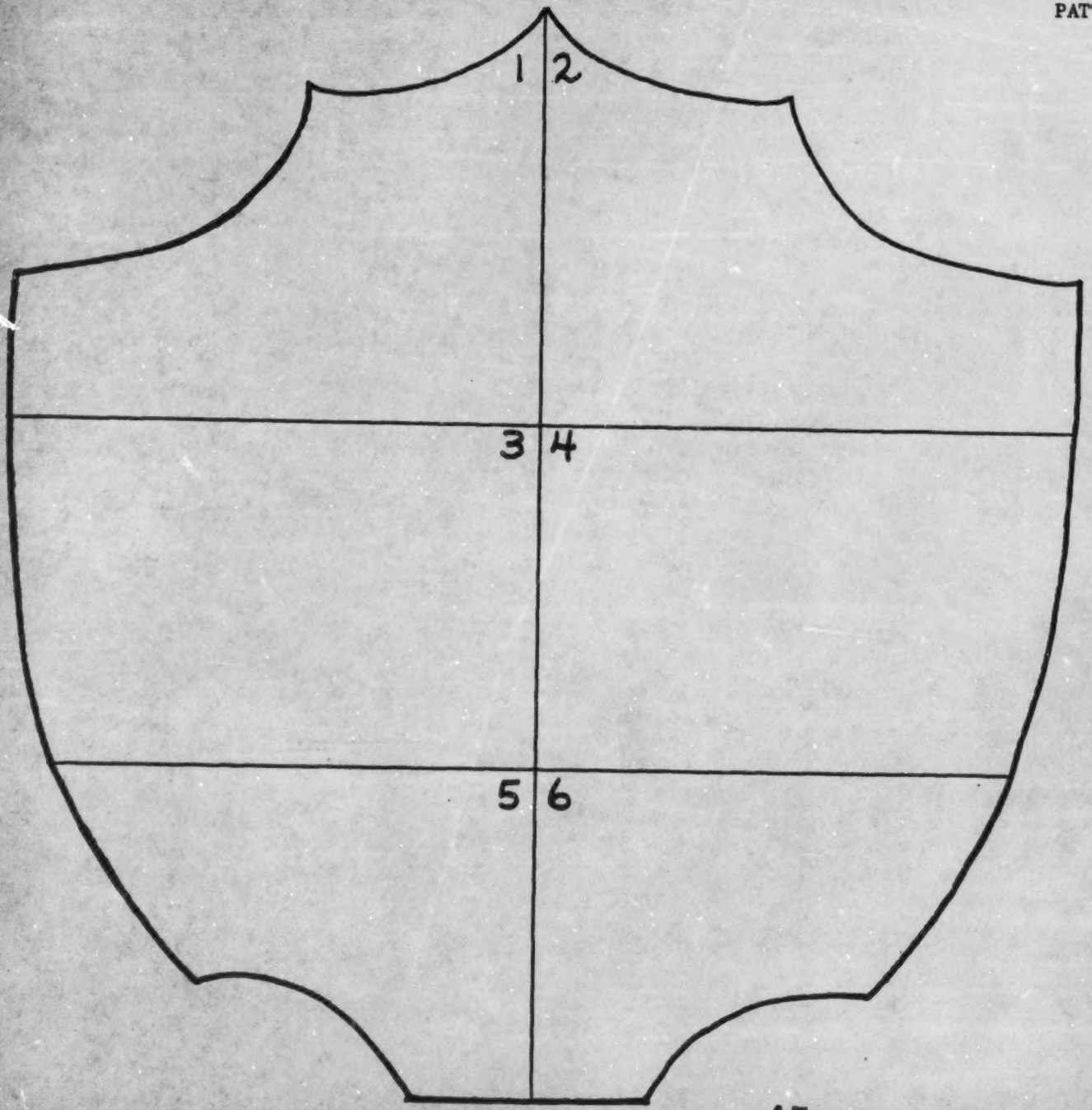
TO COMPLETE

6. Staple 5 circles around a center one to form a half circle (one staple on each creased edge.)
7. Repeat to form other half circle.
8. Staple both halves together.
9. Punch hole, attach string.
10. Suspend from ceiling.



LEARNING ACTIVITIES	RESOURCES
ACTIVITY 4: (cont'd) h) I am afraid of ... i) I love to ... j) School is ... k) My friends ... f) To complete: Staple 5 circles around a center one to form a half circle (one staple on each creased edge). Repeat with other six. Staple both halves together, punch hole, attach string, suspend from ceiling.	
ACTIVITY 5: Coat of Arms Teacher construct a large Coat of Arms with six sections, as in Pattern 2. Label each section with the following directions for students to use in making their own Coats of Arms: 1. Something I am good at doing 2. If I had a million $ and I could go anywhere, I would go ... 3. Which animal and its characteristics I am most like 4. My favorite color is ... 5. What 3 things I would like people to say about me ... 6. What I would like to improve or change about myself ... Provide each student with a large posterboard to draw his/her own coat of arms using pictures or drawings. Hang Coats of Arms in classroom or hallway. Discuss how each is different and unique as we are all different and unique.	MATERIALS: Pattern 2 paper magazines paste scissors string yarn scraps of paper other decorations
OBJECTIVES: 4. The student will publicly affirm his/her beliefs when faced with a moral dilemma. 5. The student will participate in group discussions on risk-taking behaviors. 6. The student will relate risk-taking decisions to possible consequences. 7. Given a risk-taking situation, the student will be able to verbalize his/her judgement after considering possible alternatives and consequences.	

PATTERN 2



LEARNING ACTIVITIES	RESOURCES

ACTIVITY 1:

Develop a moral dilemma in which there are obvious choices to be made. Brainstorm and list alternatives; discuss and list possible consequences. Ask students to consider what their choices would be.

Divide the class into groups to discuss and reinforce decisions. Share outcome with total group. Use "probe questions" for stimulating moral reasoning. Follow up with students resolving dilemma as a writing experience.

ACTIVITY 2:

Fish Bowl

Select or prepare a moral dilemma or identify a class issue or problem that could be revolved using the "Fish Bowl" technique.

(Note: For a description of the Fish Bowl technique refer to introductory section, A Sampling of Teaching Methods.)

ACTIVITY 3:

Brainstorm risk-taking behaviors and list. Selecting two or three behaviors from the list, have students brainstorm the possible consequences of these risk-taking behaviors. Examples:

a) pumping a wheelie
b) making a crank phone call
c) running away from home
d) shoplifting
e) blaming someone else for something you've done
f) smoking a cigarette

ACTIVITY 4:

As an individual writing assignment, have each student select a risk-taking behavior (possibly one from the list brainstormed in Activity 3) and develop a role-play situation. Have students describe the alternatives open to them and what the consequences for each alternative may be. Then have each student make a decision as to how he/she would handle the situation. Have students discuss this with their family, then role play and discuss in class.

TEACHER RESOURCE:
Moral Reasoning: Teacher Strategies for Adapting Kohlberg to the Classroom by R. E. Galbraith

LEARNING ACTIVITIES	RESOURCES

OBJECTIVES:

8. The student will discuss ways of handling situations where a decision must be made that conflicts with his/her judgement.

9. The student will use a decision-making process appropriate to his/her needs.

ACTIVITY 1:

In small groups of three or four students, role play any of the following dilemmas. Have each group present its dilemma to the class for discussion and reaction. (Teacher may want to write other dilemmas.)

a) Shoplifting - Two friends are shopping. One of them rips off a sweater.
b) Drugs - You are at a party. Everyone is smoking and passing a joint. It's coming your way.
c) Stealing answers to a test - You find out someone stole the answers to a history test.
d) For a class project, groups of five students must research and write a project. One member of your group is not doing his/her share of the work and your project is dependent on that part.
e) Some friends at school have formed a club you want to join. They tell you that before you become a member you have to smoke a cigarette.

ACTIVITY 2:

Have students write about a very difficult decision that they had to make. Have them explain: the alternatives from which they made their decisions; the consequences of their decisions; and who, if anyone, helped them make their decisions.

GRADE 4 CONCEPT II

CONCEPT: Responsibility for safeguarding one's own health is essential for a long and healthy life.

LEARNING ACTIVITIES	RESOURCES
OBJECTIVES: 1. The student will explain why it is important to value one's health. 2. The student will discuss the importance of taking action based upon information known. 3. The student will identify behaviors people engage in even though they may have unhealthy consequences.	
ACTIVITY 1: Collect pictures to make a class collage or scrapbook showing people enjoying health. Discuss why health is very important to everyone.	MATERIALS: magazines pictures glue posterboard
ACTIVITY 2: Have students write a short personality description of a person (real or imaginary) who believes health is very important and tries to live the healthiest life he/she can.	
ACTIVITY 3: Have students collect, over a month's time, cartoons, comic strips, jokes, riddles, greeting cards or newspaper articles that describe health. Make a bulletin board about health entitled "Health Is Important to All of Us."	
ACTIVITY 4: Using catchy phrases, poems, jokes and/or pictures, have students make "Stay Well" cards to send to family and friends.	MATERIALS: paper markers pictures
ACTIVITY 5: Discuss the statement "Once you learn a fact about health, is it your responsibility to do something about it?" Specific examples may help students understand how a person decides whether he/she is or should be responsible for doing something.	
ACTIVITY 6: Based on information researched by students or provided by the teacher, have students write and produce a commercial about the responsibility of maintaining one's good health. Hold a contest for the best commercial.	

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 7: Using any of the following "health story starters," have students write a short essay: - Smoking is known to be harmful to health, yet millions of Americans still smoke because ... - Health generally becomes important to people when ... - People behave as they do because ... OR Cut out phrases from ads or headlines to construct story starters.	
OBJECTIVES: 4. The student will list things he/she can do to protect his/her health. 5. By developing a health profile, the student will set personal goals for protecting his/her body.	
ACTIVITY 1: Circle of Knowledge - A small group activity for review purposes or to introduce new subject matter; provides opportunity for a "group grade." Divide students into groups of six. Provide each student with a handout such as Worksheet 1, information about a specific area followed by questions. Each group elects a "recorder." Names of all the group members are written at the top of the page. Group members respond to questions which are then answered only on the "recorder's" copy. At the end of the allotted time, students are called back into the total group. Questions are then answered orally (recorder can pass sheet around for others in group to read.) As teacher acknowledges good responses, all students may write answers on their own sheets.	MATERIALS: Worksheet 1, "Circle of Knowledge"
ACTIVITY 2: Draw a silhouette of each child by projecting the shadow of his/her profile on a sheet of paper taped to a wall. With the help of their parents, have students write health autobiographies describing their past history of illnesses. Then have students (with their families) examine their health behaviors. Have each student write down what he/she would like to change or improve.	MATERIALS: paper overhead projector markers

WORKSHEET 1

CIRCLE OF KNOWLEDGE

Your health is very important. Every day you do many things to protect your health. Think of all the things you do each day to make sure you stay healthy.

1. Before you come to school. . .

2. Coming to school. . .

3. In school. . .

4. At home. . .

5. At meals. . .

LEARNING ACTIVITIES	RESOURCES

"Do I want to ...
- eat the foods that keep my body healthy?"
- cut out junk foods?"
- be more physically fit?"
- gain or lose weight?"
- improve my posture?"
- learn how to take better care of my body?"

ACTIVITY 3:

Have students write health contracts by listing one or more goals they think they can achieve in the future. For example:

I _____, will have achieved the following:

_____

_____

by (date): _____

DATE _____ SIGNED _____

ACTIVITY 4:

As a cumulative exercise, have students complete the following unfinished sentences:

a) I know I can ...
b) I know I could ...
c) I think I can ...
d) I wish I could ...

GRADE 4 CONCEPT III

CONCEPT: Smoking has immediate effects on the body, but it is the long-term effects of smoking that cause poor health and disease.

LEARNING ACTIVITIES	RESOURCES
OBJECTIVES: 1. The student will list health problems which are related to smoking. 2. The student will research the effects of smoking on health.	
ACTIVITY 1: To introduce the topic of the health hazards of smoking, provide students with copies of the comic book "The Case of the Sudden Sickness!" to read in class or at home. Follow up by having class discuss: What symptoms did Charles have that led Dr. Truso to decide what was wrong with him?	CLASS RESOURCE Comic Book: "The Case of the Sudden Sickness! A Mystery for Doctor Truso" (available from local Heart Association)
ACTIVITY 2: Brainstorm the health effects of smoking. List on chalkboard. Add to the list if it is incomplete. - shortness of breath - cough - not able to run as long or as fast - frequent colds - diseases of the lungs - diseases of the heart - cancer - irritates the eyes, nose - headaches (Note: This activity can incorporate contributions from parents if children take home preliminary list to discuss with them, add their ideas and bring back to share with the class.)	
ACTIVITY 3: Have students make a class list of all the things they would like to know about smoking, and a list of questions they would like answered. Take the class to the library. Ask librarian to explain how a person looks for information in a library. Break class into small groups of 2 or 3. Give each group a topic to find any or all the information they can. Have each group make brief reports to class.	MATERIALS: library library skills

LEARNING ACTIVITIES	RESOURCES
Topic suggestions: Smoking and the Heart Smoking and the Lungs Smoking and Physical Fitness Smoking - What Is in Tobacco	
ACTIVITY 4: Have students who have completed Activity 2 make a mural of the effects of smoking on the body. Display in school, hallway or lobby.	MATERIALS: mural paper paints markers
OBJECTIVES: 3. The student will conduct experiments demonstrating the effects of smoking on health. 4. The student will be able to prove scientific facts about smoking through demonstrations.	
ACTIVITY 1: To demonstrate the accumulation of tars and how tar stains: Have the smoker inhale a lighted cigarette, making every attempt to hold the smoke in his mouth without allowing it to go into the lungs. As rapidly as possible, after inhaling from the cigarette, place a handkerchief over the mough stretched as firmly as possible and blow the smoke back through a handkerchief. You will note that this will cause quite a dark stain. Now have the smoker inhale once more from the cigarette, only this time allowing the smoke to go well into the lungs. Now again, place a different area of the handkerchief firmly over the mouth and exhale through the handkerchief. It will be noted that the second stain is much ligher then the first stain. The difference between the two stains gives an indication of the amount of tar that remains in the lungs with each puff of the cigarette.	VOLUNTEER: 1 smoker MATERIALS: 1 white handkerchief

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 2: Construct a smoking machine. To make smoking machine: a) obtain a transparent plastic bottle b) rinse bottle thoroughly c) make an opening in the cap of the bottle to fit the tubing into the cap d) place tubing in the opening and seal tight with cement or clay if needed e) insert loosely packed cotton ball into bottle f) insert cigarette into open end of tubing g) press firmly on the plastic bottle to force air out before lighting the cigarette, then proceed with slow and regular pumping action. h) withdraw cotton from tubing to show accumulation of tar i) pass bottle around for students to smell and to observe that smoke continues to be expelled for a period of time. Using the smoking machine, demonstrate the varying amounts of tar in different brands and types of cigarettes. To make a fair test, be sure to "smoke" each cigarette to the same length as measured from the unfiltered end. Test and compare: a) low tar cigarette with filter b) high tar cigarette with filter c) high tar cigarette with no filter	MATERIALS: for smoking machine: transparent plastic bottle ball point pen barrel/tubing cotton low tar cigarette high tar cigarette nonfilter cigarette
ACTIVITY 3: To demonstrate how the small blood vessels in the toes and fingers are constricted by smoking, use rubber tubing with water flowing through it. Compress the tubing with you hand or squeeze it together with the fingers.	MATERIALS: rubber tubing water
ACTIVITY 4: To demonstrate the numbing effect of tobacco on the taste buds, compare it with the effect of extreme cold. Apply an ice cube to the tongue of a volunteer and determine the volunteer's ability to taste sweet, sour, bitter and salty substances.	MATERIALS: ice cubes sweet, sour, bitter & salty substances

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 5: Demonstration of the breathing difficulty of a person with emphysema. Take your class to a place where there is a flight of stairs. Give each student a straw. One at a time, have students walk or run up the stairs with the straws in their mouths. Instruct them to only breathe through the straw. Even when the reach the top of the stairs they should continue to breathe through the straw. Discuss the shortness of breath they feel and how this is what happens to persons who develop emphysema. (Note: Students with colds, respiratory problems or heart conditions should not participate in this activity.)	MATERIALS: straws
OBJECTIVES: 5. The student will express concern about the health problems of others around him/her. 6. The student will publicly affirm personal attitudes about smoking. 7. The student will participate in the education of parents and community on the hazards of continued smoking. ACTIVITY 1: Smoking Debate Organize a debate about smoking. Have one debate team support smoking as a right of all people; the other debate team contend that smoking is injurious to the health of the smoker and nonsmoker. Invite other classes or PTA to attend. ACTIVITY 2: Have children produce a play or musical review to illustrate what they have learned about the hazards of smoking. Invite parents to attend. AND/OR Write a song (a parody of a popular song or commercial) about the hazards of smoking.	

GRADE 4 CONCEPT IV

CONCEPT: Smoking involves social and economic factors.

LEARNING ACTIVITIES	RESOURCES
OBJECTIVES: 1. The student will be able to list the various influences in our society which cause people to start smoking. 2. The student will evaluate the benefits of smoking as portrayed in tobacco advertising. 3. The student will draw conclusions about the specific appeals in selected advertisements of tobacco products.	
ACTIVITY 1: Smokers Poll Using the poll sheet form provided, have students conduct a poll to determine why people smoke. Students ask smokers to complete the form. Tabulate results and list on the board. Tell students to include other students as well as adults in their poll.	MATERIALS: Poll Sheet
ACTIVITY 2: Have students make two collages, a prosmoking collage and an antismoking collage. Remind students to include all the things they can think of that may persuade people to start or continue smoking and that may persuade people not to start smoking. Possible titles: Smoking - Look What It Does For You Smoking - How to Burn Up Your Life	MATERIALS: posterboard pictures/magazines glue markers
ACTIVITY 3: Collect tobacco advertisements from magazines and newspapers on cigarettes, cigars, pipes and chewing tobacco. Have students classify the ads by the group they appeal to: a) women c) both b) men d) young people	

POLL SHEET

Are you (please check one)

10 - 19 years old ___
20 - 30 years old ___
30+ over ___

Do you smoke
(please order, 1 - most important,
2 - next most important, etc.)

___ to relax

___ because you like the taste

___ when you're with friends

___ to act grown up

___ to feel good

___ because it is a habit

___ other (please write in)

_____

_____

_____

POLL SHEET

Are you (please check one)

10 - 19 years old ___
20 - 30 years old ___
30+ over ___

Do you smoke
(please order, 1 - most important,
2 - next most important, etc.)

___ to relax

___ because you like the taste

___ when you're with friends

___ to act grown up

___ to feel good

___ because it is a habit

___ other (please write in)

_____

_____

_____

LEARNING ACTIVITIES	RESOURCES
Then have students classify the advertisements according to the type of appeal that is being made. Three very popular advertising techniques are: a) bandwagon statements - "Everyone else is doing it - why not you?" b) glittering personality - "If you do, you will be like me." c) endorsement - "I do it, and it's great - you should, too." Discuss with students how these appeals do or do not reflect real life situations.	
ACTIVITY 4: Have students design their own tobacco advertisement attracting young people to start smoking with a slogan and a brand name. They can be parodies of ads they see or ones they have created themselves. Display.	MATERIALS: paper crayons/markers
OBJECTIVES: 4. The student will be able to calculate the costs of cigarette use over a period of time. 5. The student will calculate the money that can be saved by not smoking. 6. The student will explore the economic contribution of the tobacco industry to the State and to the Nation.	
ACTIVITY 1: Have students solve three math problems: a) Mr. Adams smokes two packs of cigarettes a day. If cigarettes sell for 65¢ a pack, how much money does Mr. Adams spend on cigarettes in one month? b) Mrs. Willard smokes one pack of cigarettes a day. If cigarettes sell for 65¢ a pack, how much money does Mrs. Willard spend on cigarettes in one year? c) Jamie Adams is 15 years old. He has been smoking for 5 years, but only one pack a week. With cigarettes selling for 65¢ a pack, how much money could Jamie have saved over the last 5 years by not starting to smoke?	
ACTIVITY 2: As a class assignment, calculate how much money a person spends on cigarettes if he/she smokes two packs a day for one year.	

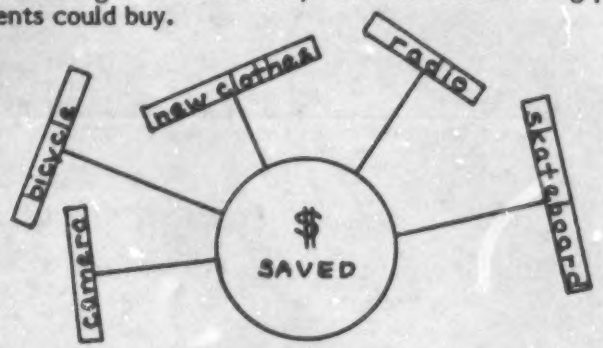
LEARNING ACTIVITIES	RESOURCES

ACTIVITY 2: (cont'd)

Have students make a diagram showing things they could do with that money, instead of buying cigarettes.

Draw a circle on the chalkboard. Write the amount of money saved inside the circle.

From the lines radiating from the circle, draw boxes containing pictures or words to name things the students could buy.



ACTIVITY 3:

Problem: If you had $10,000, how would you use the money to advertise against smoking for young people?

Have students, divided into small groups, set up an advertising campaign against smoking by designing their own TV commercials, posters, billboards, radio spot announcements or newspaper/magazine ads.

ACTIVITY 4:

Have students write to the New York State Department of Taxation and Finance and to the Federal government to find out how much money is raised in taxes from tobacco sales and where this tax money is being spent.

MATERIALS:
paper
pencils
markers
crayons

TEACHER RESOURCES:
NYS Dept. of Taxation & Finance
Tax & Finance Building
State Office Building Campus
Albany, NY 12227

Internal Revenue Service
Leo W. O'Brien Federal Building
Clinton & North Pearl Streets
Albany, NY 12207

GRADE 4 CONCEPT V

CONCEPT: Smoking or not smoking is a personal choice one must make.

LEARNING ACTIVITIES	RESOURCES
OBJECTIVES: 1. The student will list and discuss the influences which may cause young people to start smoking. 2. The student will list and discuss the influences which keep him/her from starting to smoke. ACTIVITY 1: Have the class brainstorm reasons why people start smoking. List on the chalkboard. Have the class brainstorm reasons why people do not start smoking. List on the chalkboard. ACTIVITY 2: Distribute Worksheet 2, "Rank Order." Have students complete. Ask for volunteers to share their lists. ACTIVITY 3: Have students make puppets or masks for four imaginary characters: Examples: Nickiteeni Packaday Pat Sneeky Pete Tommy Tar Write a script or role-play situation where the characters try to persuade a student to smoke. The student may practice how he/she will have to defend him/herself in similar situations. Give smoking students the opportunity to defend their positions, too.	MATERIALS: Worksheet 2, "Rank Order"

WORKSHEET 2

RANK ORDER

NAME _____

DATE _____

Rank order reasons as follows: 1 - most important, 2 - second most important, etc.

1. Girls and boys start smoking . . .

___ to look more grown up

___ because they are curious about what it is like to smoke

___ because their friends do

___ to get back at their parents

___ other (fill in reason) _____

_____

2. I do not smoke because . . .

___ I learned that it hurts my health

___ none of my friends do

___ my parents would be very angry if I did

___ I don't want to

___ other (fill in reason) _____

_____

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 4: Have students make up a questionnaire for smokers and nonsmokers to find out the reasons people give for smoking or not smoking. Questions can include: For Smokers - a) Why do you smoke? b) What was it like to smoke your first cigarette? c) Why did you continue to smoke? d) Would you like to quit? For Nonsmokers - a) Why don't you smoke? b) If you smoked before, but have quit smoking, how did you do it? c) If you have quit smoking, do you feel different now? How? d) How do you feel about smokers?	
OBJECTIVE: 3. The student will identify the habit-forming characteristics of smoking. ACTIVITY 1: Discuss what a habit is. Have students list some of their own habits. Examples: biting nails thumb sucking picking your nose cracking knuckles eating between meals eating junk food chewing gum watching TV Ask them if they think it would be hard to change one of their habits and how they might do it. ACTIVITY 2: Discuss what a smoking habit is. Using the "Fish Bowl," have students discuss how cigarette smoking becomes a habit. (Note: For a description of the Fish Bowl technique, see introductory section, A Sampling of Teaching methods.)	

GRADE 4 CONCEPT V

LEARNING ACTIVITIES	RESOURCES
OBJECTIVES: 4. The student will be able to discuss the role that family and friends play in determining their decision to smoke. 5. The student will be able to recognize that people continue to smoke despite the continued warnings of health hazards. ACTIVITY 1: Brainstorm the feelings students have when their parents, brothers or sisters, or other relatives smoke. Then brainstorm the feelings students have when their friends smoke. Discuss what they can do. ACTIVITY 2: Role play - "Dinner Table Roles" Have students role play family dinner situations where ... a) A mother or father smokes. The family discusses the habit, the children may want her/him to quit. The mother or father explains why she or he has not. b) A smoking parent says to his/her child, "Even though I smoke, I wish you would never start." c) An older sister or brother has been caught smoking. ACTIVITY 3: Write a short soap opera about the decisions to smoke or not to smoke.	
OBJECTIVE: 6. The student will publicly affirm his/her beliefs about smoking. ACTIVITY 1: Conduct a schoolwide campaign to tell other students to not start smoking. Posters or health fair demonstration experiments may be used.	

LEARNING ACTIVITIES	RESOURCES

CULMINATING ACTIVITY FOR UNIT:

Game: Smoker's Choice

Make game from construction paper and posterboard using the model provided (Pattern 3).

Steps in game construction:

1. Cut smoke puffs from gray construction paper and glue on board.
2. Glue cigarette and butt at start and finish positions
3. Glue library card pocket or empty cigarette pack on to the game board to hold 3 x 5 cards containing health questions to be answered by the student.
4. Write health questions on 3 x 5 cards and place in pocket.
5. Write penalties on smoke puffs.
6. Write directions on board.

Include factual questions on smoking and good health habits for the players to answer. Assign arbitrary points to each question. Students add points or subtract points depending upon whether they answer questions correctly or incorrectly.

MATERIALS:
Pattern 3
posterboard
construction paper -
white and gray
markers
glue
dice
library card pocket
or empty cigarette pack
3 x 5 cards

SMOKER'S CHOICE

DIRECTIONS

1. Roll die, move marker
2. Pick Puff Card
3. Answer question.
4. If correct, add number of points on card. If wrong, subtract points.
5. Person to reach 'Last Puff' first receives a 10-point bonus!
6. Player with most points wins!

AMERICAN CANCER SOCIETY, COUNTY UNIT OFFICES

DIVISION/UNIT	ADDRESS	TELEPHONE NO.	COUNTY SERVED
American Cancer Society New York State Division, Inc.	6725 Lyons Street P.O. Box 7 East Syracuse, NY 13057	315: 437-7025	
American Cancer Society Albany County Unit	747 Madison Avenue Albany, NY 12208	518: 449-8722 (8723)	Albany
American Cancer Society Allegany County Unit	46 Martin Street Wellsville, NY 14895	716: 593-5111	Allegany
American Cancer Society Broome County Unit	216 Court Street Binghamton, NY 13905	607: 722-6471	Broome
American Cancer Society Cattaraugus County Unit	420 West State Street Olean, NY 14760	716: 372-1030	Cattaraugus
American Cancer Society Cayuga County Unit	232 West Genesee Street Auburn, NY 13021	315: 253-9812	Cayuga
American Cancer Society Chautauqua County Unit	111 West Second Street Room 260 Jamestown, NY 14701	716: 487-1129	Chautauqua
American Cancer Society Chemung County Unit	627 West Church Street Elmira, NY 14901	607: 734-1552	Chemung
American Cancer Society Chenango County Unit	5 West Main Street Norwich, NY 13815	607: 334-4113	Chenango
American Cancer Society Clinton County Unit	203 Margaret Street Street Plattsburgh, NY 12901	518: 563-4271	Clinton
American Cancer Society Columbia County Unit	728 Warren Street Hudson, NY 12534	518: 828-1984	Columbia
American Cancer Society Cortland County Unit	4 West Court Street Cortland, NY 13045	607: 756-2277	Cortland
American Cancer Society Delaware County Unit	Box 176 Walton Building 1 Bridge Street Walton, NY 13856	607: 865-6561	Delaware

DIVISION/OFFICE	ADDRESS	TELEPHONE NO.	COUNTY SERVED
American Cancer Society Dutchess County Unit	Hope Lodge Vassar Brothers Hospital Reads Place Poughkeepsie, NY 12061	914: 452-2635	Dutchess
American Cancer Society Erie County Unit	330 Statler-Hilton Buffalo, NY 14202	716: 856-1625	Erie
American Cancer Society Essex County Unit	Water Street Elixabethtown, NY 12932	518: 873-9884	Essex
American Cancer Society Franklin County Unit	88 Main Street Saranac Lake, NY 12983	518: 891-2860	Franklin
American Cancer Society Fulton County Unit	25 Bleecker Street Gloversville, NY 12078	518: 725-3518	Fulton
American Cancer Society Genesee County Unit	103 State Street Batavia, NY 14020	716: 343-1454	Genesee
American Cancer Society Greene County Unit	375 Main Street Catskill, NY 12414	518: 943-3280	Greene
American Cancer Society Hamilton County Unit	P.O. Box 24 Hoffmeister, NY 13353	315: 826-7125	Hamilton
American Cancer Society Herkimer County Unit	125 Mary Street Herkimer, NY 13350	315: 866-3630	Herkimer
American Cancer Society Jefferson County Unit	104 Paddock Street Watertown, NY 13601	315: 788-4210	Jefferson
American Cancer Society Lewis County Unit	5611 Division Street Lowville, NY 13367	315: 376-7438	Lewis
American Cancer Society Livingston County Unit	23 Main Street Geneseo, NY 14454	716: 243-3415	Livingston
American Cancer Society Madison County Unit	East Seneca Avenue Route #5 at Willow Road Canastota, NY 13032	315: 697-2976	Madison
American Cancer Society Monroe County Unit	8 Prince Street Rochester, NY 14607	716: 461-3800	Monroe
American Cancer Society Montgomery County Unit	128 Market Street Amsterdam, NY 12010	518: 842-5580	Montgomery

DIVISION/OFFICE	ADDRESS	TELEPHONE NO.	COUNTY SERVED
American Cancer Society Niagara County Unit	2103 Main Street Bridge Station P.O. Box 314 Niagara Falls, NY 14305	716: 284-4084	Niagara
American Cancer Society Oneida County Unit	1900 Genesee Street Utica, NY 13502	315: 724-4175	Oneida
American Cancer Society Onondaga County Unit	1010 James Street Syracuse, NY 13203	315: 474-2757	Onondaga
American Cancer Society Ontario County Unit	343 North Main Street P.O. Box 208 Canandaigua, NY 14424	315: 394-4422	Ontario
American Cancer Society Orange County Unit	11-15 King Street Middletown, NY 10940	914: 343-5612	Orange
American Cancer Society Orleans County Unit	111 North Main Street Albion, NY 14411	716: 589-7808	Orleans
American Cancer Society Oswego County Unit	184 West First Street Oswego, NY 13126	315: 343-1421	Oswego
American Cancer Society Otsego County Unit	444 Main Street Oneonta, NY 13820	607: 432-3990	Otsego
American Cancer Society Putnam County Unit	64 Gleneida Avenue Room 209 Carmel, NY 10512	914: 225-2334	Putnam
American Cancer Society Rensselaer County Unit	24 Second Street Troy, NY 12180	518: 274-5303	Rensselaer
American Cancer Society Rockland County Unit	39 South Main New City, NY 10956	914: 634-7966	Rockland
American Cancer Society St. Lawrence County Unit	9 Hammond Drive P.O. Box 124 Canton, NY 13617	315: 386-8249	St. Lawrence
American Cancer Society Saratoga County Unit	376 Broadway - Office #2 Saratoga Springs, NY 12866	518: 584-2602 885-1613	Saratoga
American Cancer Society Schenectady County Unit	1596 Rugby Road Schenectady, NY 12308	518: 377-2241	Schenectady

DIVISION/OFFICE	ADDRESS	TELEPHONE NO.	COUNTY SERVED
American Cancer Society Schoharie County Unit	Corner, Main Street and Rail Road Avenue Middleburgh, NY 12122	518: 827-4651	Schoharie
American Cancer Society Schuyler County Unit	115 West 4th Street Watkins Glen, NY 14891	607: 535-2244	Schuyler
American Cancer Society Seneca County Unit	Box 175 13 East Main Street Waterloo, NY 13265	315: 539-2052	Seneca
American Cancer Society Steuben County Unit	Corner Denison Parkway East and Pearl Street Corning, NY 14830	607: 936-3769	Steuben
American Cancer Society Sullivan County Unit	10 St. John Street Monticello, NY 12701	914: 794-5275	Sullivan
American Cancer Society Tioga County Unit	231 Main Street Owego, NY 13827	607: 687-3280	Tioga
American Cancer Society Tompkins County Unit	225 South Fulton Street Ithaca, NY 14850	607: 273-0430	Tompkins
American Cancer Society Ulster County Unit	400 Broadway Kingston, NY 12401	914: 331-8300	Ulster
American Cancer Society Warren County Unit	380 A Glen Street Sherman Avenue Entrance Glens Falls, NY 12801	518: 792-5358	Warren
American Cancer Society Washington County Unit	221½ Main Street Hudson Falls, NY 12839	518: 747-7916	Washington
American Cancer Society Wayne County Unit	110 Church Street Newark, NY 14513	315: 331-6480	Wayne
American Cancer Society Wyoming County Unit	60 North Main Street Warsaw, NY 14569	716: 796-5667	Wyoming
American Cancer Society Yates County Unit	P.O. Box 113 1 Madison Lane Penn Yan, NY 14527	315: 536-6955	Yates
American Cancer Society New York City Division, Inc.	19 West 56th Street New York, NY 10019	212: 586-8700	

DIVISION/OFFICE	ADDRESS	TELEPHONE NO.	COUNTY SERVED
American Cancer Society Brooklyn Unit	141 Livingston Street Brooklyn, NY 11201	212: 237-7850	Kings
American Cancer Society Bronx Unit	19 West 56th Street New York, NY 10019	212: 586-8700	Bronx
American Cancer Society Staten Island Unit	100 New Dorp Plaza Staten Island, NY 10306	212: 987-8871	Richmond
American Cancer Society Queens Division	111-15 Queens Boulevard Forest Hills, NY 11375	212: 263-2224	Queens
American Cancer Society Westchester Division	246 North Central Avenue Hartsdale, NY 10530	914: 949-4800	Westchester

NEW YORK STATE OFFICES OF THE AMERICAN HEART ASSOCIATION

CHAPTER/AFFILIATE	ADDRESS	TELEPHONE NO.	COUNTIES SERVED
American Heart Association Broome County Chapter, Inc.	8 Riverside Drive Binghamton, NY 13905	607: 723-0208	Broome
American Heart Association Central New York Chapter, Inc.	1024 Park Avenue Utica, NY 13501	315: 797-8906	Chenango Delaware Hamilton Herkimer Madison Oneida Otsego
American Heart Association Dutchess County Chapter, Inc.	31 Haight Avenue Poughkeepsie, NY 12603	914: 454-4310	Dutchess
American Heart Association Finger Lakes Chapter, Inc.	191 Parrish Street Canandaigua, NY 14424	716: 394-1240	Livingston Ontario Seneca
	Maxwell Hall Clifton Springs, NY 14432	716: 462-9062	Wayne Yates
American Heart Association Genessee Valley Chapter, Inc.	797 Elmwood Avenue Rochester, NY 14620	716: 461-5590 (93)	Monroe
	414 West Avenue Medina, NY 14103	716: 798-4725	Orleans

CHAPTER/AFFILIATE	ADDRESS	TELEPHONE NO.	COUNTIES SERVED
American Heart Association Mid-Hudson Chapter, Inc.	75 Lucas Avenue Kingston, NY 12401	914: 338-8517	Columbia Greene Ulster
American Heart Association Nassau, New York Chapter, Inc.	365 Willis Avenue Mineola, NY 11501	516: 741-5522	Nassau
American Heart Association Northeastern New York Chapter, Inc.	29 East Main Street Amsterdam, NY 12010	518: 843-3666	Albany Clinton Essex
	16 East Fulton Street Gloversville, NY 12078	518: 725-5111	Fulton Montgomery Rensselear
	68 Pearl Street Hudson Falls, NY 12839	518: 747-0493	Saratoga Schenectady Schoharie
	257 Osborne Road Loudonville, NY 12211	518: 459-5880	Warren Washington
	62 Brinkerhoff Street Plattsburgh, NY 12901	518: 561-3326	
American Heart Association Northern New York Chapter, Inc.	1402 Washington Street Watertown, NY 13601	315: 782-1791	Oswego Jefferson Lewis St. Lawrence Franklin
American Heart Association Orange-Sullivan, New York Chapter, Inc.	469 Broadway Newburgh, NY 12550	914: 561-2950	Orange Sullivan
American Heart Association Rockland Division New York State Affiliate, Inc.	39 South Main Street New City, NY 10956	914: 634-4987	Rockland
New York Heart Association	205 East 42nd Street New York, NY 10017	212: 661-5335	5 boroughs of New York City
American Heart Association New York State Affiliate, Inc.	214 South Warren Street Syracuse, NY 13202	315: 478-6681	All New York State Counties excluding 5 boroughs of New York City

CHAPTER/AFFILIATE	ADDRESS	TELEPHONE NO.	COUNTIES SERVED
American Heart Association Southern Tier, New York Chapter, Inc.	530 West Church Street Elmira, NY 14905	607: 734-2939	Chemung Schuyler Steuben Tioga Tompkins
American Heart Association Southwestern New York Chapter, Inc.	812 Hotel Jamestown Building Jamestown, NY 14701	716: 483-1509	Allegany Cattaraugus Chautauqua
American Heart Association Suffolk Chapter, Inc.	127 Atlantic Avenue Blue Point, NY 11715	516: 363-6200	Suffolk
American Heart Association Upstate New York Chapter, Inc.	63 Genesee Street Auburn, NY 13021	315: 253-4328	Cayuga
	22 Tompkins Street Cortland, NY 13015	607: 753-3259	Cortland
	1212 James Street Syracuse, NY 13203	315: 476-5381	Onondaga
Westchester Heart Association, Inc.	15 Rye Ridge Plaza Port Chester, NY 10573	914: 937-6601	Putnam Westchester
American Heart Association Western New York Chapter, Inc.	255 Statler-Hilton Hotel Buffalo, NY 14202	716: 853-5356	Erie Genesee Niagara Wyoming

AMERICAN LUNG ASSOCIATIONS

AFFILIATE NAME	ADDRESS	TELEPHONE NO.	COUNTIES SERVED
American Lung Association of Central New York	P.O. Box 6409 Syracuse, NY 13217	315: 422-6142	Cortland, Franklin, Jefferson, Lewis, Onondaga, Oswego, St. Lawrence, Tompkins
American Lung Association of the Finger Lakes Region	410 East Henrietta Road Rochester	716: 442-4260	Cayuga, Livingston, Monroe, Ontario, Orleans, Seneca, Wayne, Yates, Chemung, Steuben, Schuyler

AFFILIATE NAME	ADDRESS	TELEPHONE NO.	COUNTIES SERVED
American Lung Association of the Hudson Valley	35 Orchard Street White Plains, NY 10603	914: 949-2150	Orange, Putnam, Rockland, Westchester, Greene, Ulster, Sullivan
American Lung Association of Mid-New York	23 South Street Utica, NY 13501	315: 735-9225	Broome, Chenango, Delaware, Fulton, Hamilton, Herkimer, Madison, Oneida, Otsego, Tioga
American Lung Association of Nassau-Suffolk	405 Ostrander Avenue Riverhead, NY 11901	516: 727-2155	Nassau and Suffolk
American Lung Association of Western New York	766 Ellicott Street Buffalo, NYL 14203	716: 886-4655	Allegany, Cattaraugus Chautauqua, Erie Genesee, Niagara, Wyoming
American Lung Association of New York State Adirondack Branch	8 Mountain View Avenue Albany, NY 12205	518: 459-4197	Clinton, Essex, Warren, Washington
Capital District Branch			Albany, Rensselaer
American Lung Association of New York State Dutchess-Columbia Branch	246 Church St. Poughkeepsie, NY 12061	914: 452-0160	Columbia, Dutchess
American Lung Association Of New York State Eastern Mohawk Branch	8 Mountain View Avenue Albany, NY 12205	518: 459-4197	Schenectady, Schoharie, Saratoga, Montgomery
CONSTITUENTS:			
American Lung Association of New York State	8 Mountain View Avenue Albany, NY 12205	518: 459-4197	
Brooklyn TB and Lung Association	293 Schermerhorn Street Brooklyn, NY 11217	212: 624-8531	Kings
New York Lung Association	22 East 40th Street New York, NY 10016	212: 889-3370	Bronx, New York, Richmond
Queensboro Lung Association	159-29 90th Avenue Jamaica, NY 11432	212: 526-2557	Queens